



Fall 2018

SOC 3480-090-Environmental Sociology

VENUE: ONLINE (CANVAS)

Credit Hours: 3

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COURSE DESCRIPTION, GOAL AND OBJECTIVES

How do sociologists (or social scientists, more generally) conceptualize and understand the human-environment relationship? To what extent are human systems influencing ecosystems or the physical environment and the vice versa? What are some of the social consequences of anthropogenic (human-induced) environmental change? How are social systems responding to anthropogenic environmental disruptions and/or their associated social consequences? The primary goal of this course (SOC 3480) is to address these important questions.

Environmental sociology is a subdiscipline of sociology that focuses on the interrelationships between human systems and the environment. The course is designed to address four specific objectives, which give form to its four primary learning modules. By the end of the semester (or course), students should be able to:

1. identify and explain sociological perspectives on the environment and environmentalism;
2. identify and discuss systemic (socio-structural) drivers of environmental disruption/change;
3. identify and discuss some social consequences of environmental disruptions; and
4. explain the ways in which society is attempting to remediate human-caused environmental disruptions.

Consistent with the central nature of sociology, the ultimate goal of this class is to bring students to the point where they can critically analyze or appreciate the human-environment interactions.

REQUIRED TEXTBOOKS AND OTHER READING MATERIAL

1. *Twenty Lessons in Environmental Sociology*, by Kenneth A. Gould and Tammy L. Lewis
 - Publisher: Oxford University Press, USA (2nd Edition 2015)
 - Language: English
 - ISBN: 9780199325924
2. *Environment and Society: Human Perspectives on Environmental Issues*, by Charles Harper and Monica Snowden
 - Publisher: Routledge (6th Edition, 2017)
 - Language: English
 - ISBN: 9781138206496
3. The Other readings (supplementary readings) will be available online (Canvas)

COURSE REQUIREMENTS

1. **Self-Introduction –20pts (2.5%)**: Use the *Self-Introduction Discussion* page available on Canvas to introduce yourself to the class. This has to be accomplished within the first week.
2. **Quizzes -200pts (25%)**: There will be a total of 12 quizzes over the course of the term. These quizzes are meant to help you keep abreast with the readings. Each quiz is worth 20 points. Each student's two (2) lowest quiz scores will be dropped at the end of the term.
3. **Discussion –210pts (26.25%)**: Each student will be required to participate fully in 3 online (Canvas-based) discussions. Discussions will open and close within some predetermined time; a schedule of the discussion exercise is provided on Canvas. While we don't plan to actively participate in the discussions, we intend to actively monitor each of them. Detailed information and directions about each discussion is posted to Canvas. Each discussion exercise is worth 70 points.
4. **Applied Exercise –100pts (12.5%)**: You will each be required to complete two applied exercises over the course of the semester. The first exercise requires that you apply any two systemic drivers of environmental disruption/problems covered in in the class to a real world environmental problem in your community. Please **DO NOT USE** a fictional problem or community. We will check the veracity of the problems and communities you select. The second applied exercise will focus on how knowledge about environmental attitudes and behaviors can be used to inform environmental policy. Each completed exercise should be 1-2 pages long (double line spacing; Times New Roman; Font Size 12). Detailed information and direction for these exercises are available on Canvas. Each exercise is worth 50 points
5. **Paper 1 (AKA Midterm) –120pts (15%)**: You will each write a midterm paper. It should be 2-4 pages long (double line spacing; Times New Roman; Font Size 12). Detailed information and directions for this paper is available on Canvas.
6. **Gains Report –30 points (3.75%)** Each students will be required to complete and submit bullet points of the most important things he/she learned in the class. You will be required to provide up to ten (10) bullet points, but no less than five (5).

7. **Paper 2 (AKA Final Paper/Research Brief) –120pts (15%):** There will be a final paper. Two Problems Sets are made available, each with two options. You must choose one Problem Set to focus on, and within your selected Problem Set, work on Option 1 or 2. Your final paper should be 2-5 pages long (double line spacing; Times New Roman; Font Size 12). Detailed information and directions for the final paper is available on Canvas.

Summary Table of Course Requirements:

Requirement	Number	Points Per Each	Total	
			Points	Percent
Self-Introduction	01	020	020	02.50
Quizzes (Drop 2 Lowest)	12	020	200	25.00
Discussion Exercises	03	070	210	26.25
Applied Exercise	02	050	100	12.50
Paper 1 (Midterm Paper)	01	120	120	15.00
Gains Report	01	030	030	03.75
Paper 2 (AKA Final Paper/Research Brief)	01	120	120	15.00
Total			800	100.00

Grading Scale

Grade	Points	Percent
A	930-1000	93.00-100.00
A-	900-929	90.00-92.99
B+	870-899	87.00-89.99
B	830-869	83.00-86.99
B-	800-829	80.00-82.99
C+	770-799	77.00-79.99
C	730-769	73.00-76.99
C-	700-729	70.00-72.99
D+	670-699	67.00-69.99
D	630-669	63.00-66.99
D-	600-629	60.00-62.99
E	< 600	< 60

CLASS POLICIES

1. **Student Conduct:** When **respect** breaks down, the learning process can be seriously impaired. Acts that can lead to break down in respect include: acting without decorum toward others and using threatening and/or vulgar language against others. There are many other acts that may lead to breakdown in respect. In essence, we must all endeavor to be respectful to each other. Let's treat each other with decorum; it is the right thing to do. I expect you to abide by the university's students code of conduct.

2. **Late Policy for Assignments*:** All assignment must be completed by the due date. Students who miss a due date should contact me within 24 hours or as soon as they can safely do so. If you know ahead of time that you will not be able to complete an assigned task by the due date, you must provide a week's notice with written documentation.

*Exigent circumstances will be considered.

3. **Participation:** We expect regular and timely participation in all class activities online.
4. **Canvas and U-Mail:** All course resources and announcements will be posted on the course website (Canvas), and sent via university assigned emails. Students have access to these resources through their unid. Students are responsible for regularly checking Canvas and Umail. Technical support is provided via classhelp@utah.edu or 801-581-6112.

UNIVERSITY POLICIES

Academic Misconduct:

Per University of Utah regulations (Policy # 6-400), any student who engages in academic misconducts, as defined in Part I.B and which include (but not limited to) cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>). Each of you must endeavor to avoid any and all forms of academic misconduct. Here is my plea. If you are not sure an action (or inaction) constitutes academic misconduct, do not hesitate to ask me or your teaching assistant. Our goal in this class is to help you achieve your goal(s) for enrolling in the class while upholding academic integrity.

Sexual Harassment:

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, **801-581-8365**, or the Office of the Dean of Students, 270 Union Building, **801-581-7066**. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, **801-581-7776**. To report to the police, contact the Department of Public Safety, **801-585-2677(COPS)**.

ADA Notice: Reasonable Accommodation

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternate format with prior notification to the Center for Disability Services.” <http://www.oeo.utah.edu/ada/guide/faculty/>

COURSE SCHEDULE

INTRODUCTION

WEEK	TOPIC	TASKS & DUE DATES
1 (Starts Monday 08/20)	Introduction, Syllabus Review, and Definition of Environmental Sociology <u>Reading:</u> An Intro. to Environmental Sociology (Twenty Lessons); Lesson 1 (Twenty Lessons); Catton and Dunlap, 1978 (Canvas); and Dunlap, 2010 (Canvas), Pp. 19-22	1. Introduce yourself to the class: Due on Saturday, 08/25/18 @11:59PM 2. Thoroughly review the syllabus 3. Complete the required reading 4. Optional: Review PowerPoint slides 5. Complete Quiz #1: due on Saturday, 08/25/18 @11:59PM

LEARNING MODULE 1:

SOCIOLOGICAL PERSPECTIVES ON THE ENVIRONMENT

Associated Course Objective and Assessments

1. **Objective:** Once this module is fully covered, students should be able to identify and explain sociological perspectives on the environment and environmentalism
2. **Assessments:** Paper 1; Discussion #1 and Quizzes #2, #3, and #4

WEEK	TOPIC	TASKS AND DUE DATES
2 (Starts Monday 08/27)	1). THE HUMAN ECOLOGY PERSPECTIVE <u>Readings:</u> Dunlap, 1983 (Canvas); Adua et al. 2016 (Canvas) 2). NEO-MARXIST: ECOLOGICAL MARXISM AND TREADMILL OF PRODUCTION <u>Readings:</u> Lesson 2 (Twenty Lessons); and Adua et al., 2016 (Skim the relevant section)	1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Quiz #2 due on Saturday, 09/01/18 @11:59PM
3 (Starts Monday 09/3)	1). NEO-MARXIST: WORLD-SYSTEMS THEORY AND ECOLOGICAL UNEQUAL EXCHANGE <u>Readings:</u> Hornborg, 1998 (Canvas); Rice, 2007 (Canvas); and Lesson 2 (Twenty Lessons –quick skim) 2). MARXIST: METABOLIC RIFT <u>Readings:</u> Foster, 1999 (Canvas) Note: Discussion #1 becomes available from Monday	1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Complete Quiz #3: Due on Saturday, 09/08/18 @11:59PM 4. Discussion #1 due on Sunday 09/09/18 @11:59PM
4	1). NEO-LIBERAL THEORY: ECOLOGICAL MODERNIZATION	1. Complete the assigned readings

<p>(Starts Monday 09/10)</p>	<p><u>Reading:</u> Mol et al., 2009 (Canvas); Lesson 2 (Twenty Lessons –quick review will do); Adua et al., 2016 (Skim the relevant section)</p> <p>2). ENVIRONMENTAL ATTITUDES AND BEHAVIOR: THE VBN PERSPECTIVE</p> <p><u>Readings:</u> Dietz, 2015 (Canvas); and Dietz et al., 2007 (Canvas)</p> <p>Note: Applied Exercise 1 now available</p>	<p>2. Optional: Review PowerPoint slides</p> <p>3. Quiz #4 due on Saturday, 09/15/18 @11:59PM</p> <p>4. Complete Paper 1: Due on Saturday, 09/15/18 @11:59PM</p>
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LEARNING MODULE 2:

SYSTEMIC DRIVERS OF ENVIRONMENTAL DISRUPTION/PROBLEMS

Associated Course Objective and Assessments

1. **Objective:** Once this module is fully covered (i.e. Module 2), students should be able to identify and discuss systemic (socio-structural) drivers of environmental disruption/change
2. **Assessments:** Applied Exercises 1 & 2; and Quizzes #5, #6, #7, and #8

Week	TOPIC	TASKS AND DUE DATES
<p>5</p> <p>(Starts Monday 09/17)</p>	<p>SURVEY OF ENVIRONMENTAL PROBLEMS</p> <p><u>Readings:</u> Chapter 1 (Environment and Society, skim); Chapter 2 (Environment and Society); Chapter 3 (Environment and Society); and Doucette (http://www.rollingstone.com/culture/features/an-ocean-of-plastic-20091029)</p>	<p>1. Complete the assigned readings</p> <p>2. Optional: Review PowerPoint slides</p> <p>3. Complete Quiz #5: Due on Saturday, 09/22/18 @11:59PM</p> <p>4. Applied Exercise 1 due on Saturday, 09/22/18 @ 11:59PM</p>
<p>6</p> <p>(Starts Monday 09/24)</p>	<p>1). THE STATE AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</p> <p><u>Reading:</u> Lesson 3 (Twenty Lessons)</p> <p>2). PRODUCTIVITY GAIN AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</p> <p><u>Readings:</u> Lesson 4 (Twenty Lessons)</p>	<p>1. Complete the assigned readings</p> <p>2. Optional: Review PowerPoint slides</p> <p>3. Complete Quiz #6: Due on Saturday, 09/29/18 @11:59PM</p>
<p>7</p> <p>(Starts Monday 10/01)</p>	<p>1). TECHNOLOGY AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</p> <p><u>Readings:</u> Lesson 7 (Twenty Lessons); and Dunlap and Michelson, 2002 (Canvas)</p> <p>2). POPULATION AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</p>	<p>1. Complete the assigned readings</p> <p>2. Review PowerPoint slides</p> <p>3. Complete Quiz #7: Due on Saturday, 10/06/18 @11:59PM</p>

	Readings: Lesson 8 (Twenty Lessons); and Chapter 5 (Environment and Society)	
8 (Starts Monday 10/08)	Fall Break: October 07-14	Fall Break: Enjoy the break and be safe.
9 (Starts Monday 10/15)	<p>1). ENERGY PRODUCTION AND CONSUMPTION AS DRIVER OF ENVIRONMENTAL DISRUPTION/PROBLEMS</p> <p>Readings: Lesson 9 (Twenty Lessons); Chapter 4 (Environment and Society)</p> <p>2). INDIVIDUAL RATIONAL BEHAVIOR – SOCIAL DILEMMA (AKA TRAGEDY OF THE COMMONS)</p> <p>Readings: Garrett Hardin, 1968 (Canvas); Alecia M. Spooner (Real life examples of TOC →http://www.dummies.com/how-to/content/ten-reallife-examples-of-the-tragedy-of-the-common.html</p>	<ol style="list-style-type: none"> 1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Complete: Quiz #8: Due on Saturday, 10/20/18 @11:59PM 4. Complete Applied Exercise 2: Due on Saturday, 10/20/18 @11:59PM

LEARNING MODULE 3:

SOCIAL CONSEQUENCES OF ENVIRONMENTAL DISRUPTION/PROBLEMS; AND CLIMATE CHANGE DENIAL IN THE U.S.

Associated Course Objective and Assessments (see above)

1. **Objective:** Once this module is fully covered (i.e. Module 3), students should be able to identify and discuss some social consequences of environmental disruptions
2. **Assessments:** Final Paper (Part 1, Problem Set 1, Option 1); Discussion #2; and Quizzes #9, and #10

10 (Starts Monday 10/22)	<p>1). ENVIRONMENTAL INEQUALITY AND JUSTICE</p> <p>Readings: Lesson 10 (Twenty Lessons); Shriver and Webb, 2009 (Canvas)</p> <p>2). SOCIAL AND ENVIRONMENTAL IMPACTS OF INDUSTRIALIZED AGRICULTURE</p> <p>Readings: Lesson 13 (Twenty Lessons); and CAFOs (Canvas)</p>	<ol style="list-style-type: none"> 1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Start researching your final paper and putting your thoughts together. 4. Complete Quiz #9: Due on Saturday 10/27/18 @11:59PM
11 (Starts Monday 10/29)	<p>1). VULNERABILITY AND SOCIAL IMPACTS OF ENVIRONMENTAL DISRUPTION OR PROBLEMS</p> <p>Readings: Lesson 14 (Twenty Lessons); and Alario and Freudenburg, 2010 (Canvas)</p>	<ol style="list-style-type: none"> 1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Continue working on your final paper 4. Complete Quiz #10: Due on Saturday, 11/03/18 @ 11:59PM

<p>12</p> <p>(Starts Monday 11/05)</p>	<p>1). HEALTH IMPACTS OF CLIMATE CHANGE;</p> <p>Readings: Haines et al., 2006 (Canvas)</p> <p>Note: Discussion #2 becomes available from Monday</p> <p>2). DENIAL OF CLIMATE CHANGE: WATCH CLIMATE OF DOUBT</p>	<ol style="list-style-type: none"> 1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Continue working on your final paper 4. Watch Climate of Doubt and complete Discussion #2 by Sunday, 11/04/18 @ 11:59PM
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LEARNING MODULE 4:

SOCIAL RESPONSE TO ENVIRONMENTAL DISRUPTION/PROBLEMS

1. **Objective:** Once this module is fully covered (i.e. Module 4), students should be able to explain the ways in which society is attempting to remediate human-caused environmental disruptions, including the role of the EPA
2. **Assessments:** Paper #2 (Problem Set 1, Part 2 of Option 1 & Option 2; Problem Set 2); Discussion #3; and Quizzes #11 and #12

<p>13</p> <p>(Starts Monday 11/12)</p>	<p>1). ENVIRONMENTAL MOVEMENT AND ACTIVISM</p> <p>Readings: Lesson 16 (Twenty Lessons); Chapter 8 (Environment and Society); and Cable and Benson, 1993 (Canvas)</p> <p>2). MARKETS AND GOVERNMENT POLICY</p> <p>Readings: Chapter 7 (Environment and Society)</p>	<ol style="list-style-type: none"> 1. Complete the assigned readings 2. Optional: Review PowerPoint slides 3. Continue working on your final paper 4. Complete Quiz #11: Due on Saturday, 11/17/18 @ 11:59PM
<p>14</p> <p>(Starts Monday 11/19)</p> <p>Note:</p>	<p>MITIGATION OF AND ADAPTATION TO ENVIRONMENTAL (CLIMATE) CHANGE</p> <p>Readings: Reading: Gardner and Stearn, 2010 (Canvas); and Dietz et al. 2009 (Canvas)</p> <p>This is a short week due to Thanksgiving.</p>	<ol style="list-style-type: none"> 1. Complete assigned reading 2. Optional: Review PowerPoint slides 3. Continue to work on your final paper (you should be drafting it by now) 4. Note: A few questions from the material covered this week are added to Quiz #12 in Week 15.
<p>15</p> <p>(Starts Monday 11/26)</p>	<p><i>Sustainable Development</i></p> <p>Reading: Lesson 20 (Twenty Lessons); and Lele, 1991 (Canvas)</p> <p>Note: Discussion #3 available from Monday</p>	<ol style="list-style-type: none"> 1. Complete assigned reading 2. Optional: Review PowerPoint slides 3. Continue to work on your final paper (you should be drafting it by now) 4. Complete Quiz #12: Due on Saturday, 12/01/18 @ 11:59PM (Note: Quiz 12 include question from Week 14 reading material) 5. Discussion #3 due on Sunday, 12/02/18 @ 11:59PM
<p>16</p>	<p>Final Project/Paper</p> <p><i>Gains report</i></p>	<ol style="list-style-type: none"> 1. Work on your final paper (You should have a full draft by now, so most of

(Starts Monday 12/03)		your effort will be reviewing it for accuracy, consistency and language) 2. <i>Gains report</i> due by 11:59PM on Saturday, 12/08/18.
EXAM WEEK	Final Project (written)	1. Submit Final Project paper by Wednesday, 12/12/18

SCHEDULE OF COURSE REQUIREMENTS AND DUE DATES

Tasks	Due Date	Submission	Points
<i>Self-Introduction</i>	<i>Sat., 08/25/18 @11:59PM</i>	<i>Canvas</i>	<i>20</i>
<i>Quizzes (Drop 2)</i>			<i>200</i>
#1	Sat., 08/25/18 @11:59PM	Canvas	20
#2	Sat., 09/01/18 @11:59PM	Canvas	20
#3	Sat., 09/08/18 @11:59PM	Canvas	20
#4	Sat., 09/15/18 @11:59PM	Canvas	20
#5	Sat., 09/22/18 @11:59PM	Canvas	20
#6	Sat., 09/29//18 @11:59PM	Canvas	20
#7	Sat., 10/06/18 @11:59PM	Canvas	20
#8	Sat., 10/20/18 @11:59PM	Canvas	20
#9	Sat., 10/27/18 @11:59PM	Canvas	20
#10	Sat., 11/03/18 @11:59PM	Canvas	20
#11	Sat., 11/17/18 @11:59PM	Canvas	20
#12	Sat., 12/01/18 @11:59PM	Canvas	20
<i>Applied Exercises</i>			<i>100</i>
#1	Sat., 09/22/18 @ 11:50PM	Canvas	50
#2	Sat., 10/20/18 @11:59PM	Canvas	50
<i>Discussions</i>			<i>210</i>
#1	Sun., 09/09/18 @11:59PM	Canvas	70
#2	Sun., 11/04//18 @11:59PM	Canvas	70
#3	Sun., 12/02/18 @11:59PM	Canvas	70
<i>Paper 1 (AKA Midterm)</i>	<i>Sat., 09/15/19 @11:59PM</i>		<i>120</i>
<i>Gains Report</i>	Sat., 12/08/18 @11:59PM	Canvas	30
Paper 2 (AKA Final paper)	Wed., 12/12/18 @11:59PM	Canvas	120

DISCLAIMER:

While I will endeavor to stick to this syllabus, I reserve the right to be able to make changes I deem necessary for the enhancement of teaching and learning in the class. I will consult the class before making any such modifications to the syllabus.